

THE PRINCIPAL'S MANAGERIAL ROLE IN IMPLEMENTING INCLUSIVE EDUCATION TO IMPROVE SCHOOL QUALITY

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Abstract

This study aims to analyze the role of the principal as a manager in organizing inclusive education at SD Negeri 14 Mulyoharjo, Pemalang Regency. The research focuses on how managerial functions, planning, organizing, actuating, and controlling, are implemented to support inclusive education and improve school quality. A qualitative research approach with a case study design was employed. The data for this study consist of primary data obtained from key informants, including the principal, teachers, and school committees, selected through purposive sampling, as well as secondary data derived from school documents such as work plans, curriculum adaptations, and evaluation reports. Data were collected through in-depth interviews, observations, and documentation. The data were analyzed using an interactive model comprising three concurrent flows of activity: data reduction, data display, and conclusion drawing or verification. The findings reveal that the principal plays a crucial role in systematically managing inclusive education through comprehensive planning based on student needs assessment, effective organization of human resources and inclusive teams, continuous guidance for teachers, and regular supervision. Furthermore, the integration of digital technology and collaboration with external institutions strengthens inclusive practices. The results indicate that effective managerial leadership contributes significantly to creating an inclusive school culture and improving overall educational quality. Therefore, the principal's managerial competence is a key factor in ensuring the sustainability of inclusive education. This study provides practical implications for school leaders and policymakers in optimizing inclusive education management in primary schools.

Keywords

Actuating Function, Controlling Function, Inclusive Education, Organizing Function, Planning Function, Principal Leadership, School Management.



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INTRODUCTION

Inclusive education is a fundamental right that aims to provide equitable and quality education for all learners, including students with special needs, through adaptive systems, inclusive school cultures, and responsive learning practices (Nusantara Putri, 2024; Hidayah, 2025; Firdausyi, 2024; Gusliana et al., 2023). However, despite strong theoretical and policy support, its implementation in primary schools still faces significant challenges such as limited resources, inadequate teacher competence, lack of differentiated learning strategies, and insufficient support systems, resulting in a gap between the ideal concept and actual practice of inclusive education (Maulina & Yoenanto, 2022) ; (Martha Yunita, 2025) ; (Hollenstein & Brühwiler, 2024) ; (Arifin & Hanif, 2024). In this context, the principal's managerial role becomes a crucial factor in ensuring the success of inclusive education through effective planning, organizing, implementation, and evaluation of educational programs, as well as through strategic leadership that supports teacher development, resource management, and the strengthening of inclusive school culture (Galuh Ajeng Fildzah Amalia et al., 2024; Dwi Nauraida & Triwiyanto, 2024; Sheptea Mardhiyah Putri et al., 2024) ; (Sulastri et al., 2024).

SD Negeri 14 Mulyoharjo is one of the primary schools that has consistently implemented inclusive education and accommodates students with diverse special needs conditions, including autism, ADHD, intellectual disabilities, speech delays, hearing impairments, and learning difficulties. Based on school data, the number of students with special needs continues to increase each academic year, creating a complex educational environment that requires adaptive and professional management practices. In this context, the principal's managerial role becomes highly strategic because the implementation of inclusive education does not only involve administrative responsibilities but also requires the ability to plan programs, organize resources, direct teachers, and evaluate educational services comprehensively (Aslam et al., 2022; Yunus et al., 2023; Martha Yunita, 2025). The principal is expected to ensure that inclusive policies are translated into practical actions through curriculum adaptation, teacher coordination, provision of learning facilities, and collaboration with parents and external institutions. However, the implementation of these managerial functions in practice often encounters challenges due to the diversity of students' needs and the limited capacity of schools to fully accommodate inclusive learning demands (A'yun, 2022; Angga & Iskandar, 2022; Mulyono et al., 2024). Therefore, the managerial role of the principal becomes a central issue in determining whether inclusive education can effectively contribute to

improving school quality.

The implementation of inclusive education at SD Negeri 14 Mulyoharjo has not yet fully achieved optimal outcomes in improving school quality because several managerial and technical challenges are still encountered in the field. One of the major problems identified is the limited availability of teachers with special education competencies, resulting in difficulties in implementing differentiated and adaptive learning strategies for students with varying abilities. Based on preliminary observations, several classroom teachers still experience challenges in preparing individualized learning approaches and classroom management strategies for students with special needs. In addition, the school also faces limitations in supporting facilities, assistive learning media, and professional support services such as psychologists or special assistant teachers. These conditions often create a gap between the ideal concept of inclusive education and the realities of implementation within the school environment. Although inclusive programs have been formally implemented, the learning process has not always been able to fully accommodate the academic, emotional, and social needs of all students equally. As a result, the effectiveness of inclusive education in improving educational quality, student participation, and learning outcomes remains a significant academic concern that requires further investigation (Sulistiyarini et al., 2024; Zuriah et al., 2023).

The effectiveness of the principal's managerial role in improving school quality through inclusive education is influenced by several interrelated factors, including leadership competence, teacher professionalism, institutional collaboration, school culture, and resource availability. Effective principals are required to demonstrate strategic, adaptive, and collaborative leadership in managing inclusive education programs because the complexity of inclusive schools demands continuous coordination and decision-making. The success of inclusive education is strongly influenced by how the principal builds communication among teachers, strengthens teamwork, and creates an inclusive culture that values diversity and equal educational opportunities. Furthermore, continuous teacher training and professional development programs become essential factors in supporting teachers' readiness to implement inclusive learning practices effectively. Another important factor is stakeholder collaboration, particularly with parents, local government, and external institutions that support children with special needs. However, limitations in school funding, infrastructure, and specialized educational services often reduce the effectiveness of managerial policies and program implementation. These realities indicate that improving school

quality through inclusive education requires not only policy commitment but also strong managerial competence, sustainable support systems, and integrated collaboration among all educational stakeholders.

Recent studies have emphasized the importance of principal leadership in the successful implementation of inclusive education (Andriyan et al., 2023). For instance, research by Yusra et al. (2019) highlights that inclusive practices are strongly influenced by leadership that promotes collaboration and shared responsibility among teachers. Similarly, Umami Khabibah et al. (2025) argue that school leaders play a vital role in fostering inclusive cultures and ensuring that policies are translated into effective practices. In the Indonesian context, several studies have shown that the success of inclusive schools is closely related to the principal's ability to manage human resources, develop teacher competencies, and establish partnerships with external stakeholders (Nabiilah et al., 2023). These findings indicate that managerial leadership is a key determinant of inclusive education outcomes.

Despite the growing body of research, there is still a need for in-depth studies that explore how principals implement managerial functions in real school settings, particularly in primary schools that serve a high number of students with special needs (Kholil & Harahap, 2023). Previous research has often focused on general leadership styles or policy analysis, while limited attention has been given to the practical application of management functions such as planning, organizing, actuating, and controlling in inclusive education contexts (Martha Yunita, 2025). Therefore, this study positions itself to fill this gap by providing a comprehensive analysis of the principal's managerial role in organizing inclusive education at the primary school level (A. S. Fatimah & Herawati, 2023).

The significance of this study lies in its contribution to both theoretical and practical domains. Theoretically, the study enriches the literature on educational management by integrating the concept of managerial functions with inclusive education practices (Wardani et al., 2023; Harjaya & Idawati, 2022). It provides a framework for understanding how leadership and management interact in complex educational settings (Mulyono et al., 2024; Viona Ramifa Reja et al., 2025). Practically, the findings offer valuable insights for school principals, teachers, and policymakers in developing strategies to enhance the implementation of inclusive education (Riza Pratama et al., 2024). The study also highlights the importance of continuous professional development for teachers, the need for adequate resources, and the role of collaboration in creating inclusive school environments

(Imelda, 2024).

Furthermore, this study aims to analyze the role of the principal in each stage of the management process, including planning inclusive programs, organizing resources, directing teaching and learning activities, and evaluating program effectiveness (Kholil & Harahap, 2023; Fahmi Addini et al., 2022; Yuningsih et al., 2024). By doing so, the study seeks to identify best practices and challenges in managing inclusive education, as well as to propose recommendations for improving school management (Yusnita SDN & Sambas, 2022). Ultimately, the study aspires to contribute to the development of inclusive education systems that are equitable, effective, and sustainable (Syafitri et al., 2023; S. Fatimah & Rosyidah, 2021).

In conclusion, the gap between the ideal concept of inclusive education and its practical implementation remains a critical issue in the field of education (Ardhi et al., 2024; Isyara et al., 2025). Addressing this gap requires strong managerial leadership at the school level, particularly from principals who play a central role in shaping policies, practices, and school culture (Yenuri et al., 2025; Fu, 2023). Through an in-depth exploration of the principal's managerial role, this study aims to provide a clearer understanding of how inclusive education can be effectively implemented to improve the quality of education for all learners.

METHOD

This research uses a qualitative method with a case study approach. The study focuses on explaining "The Principal's Managerial Role in Implementing Inclusive Education to Improve School Quality at SD Negeri 14 Mulyoharjo." A qualitative approach was selected because this study aims to understand social phenomena, leadership practices, and managerial processes that occur naturally in the context of inclusive education management at the primary school level (Nurrisa & Hermina, 2025). The research data consist of information related to the implementation of managerial functions, including planning, organizing, actuating, and controlling in inclusive education management, as well as data concerning the improvement of school quality through inclusive practices. The data sources include primary and secondary data. Primary data were obtained from the principal, classroom teachers, inclusive education coordinators, school staff, parents, and other stakeholders involved in the implementation of inclusive education. Meanwhile, secondary data were collected from school documents such as the School Work Plan (RKS), Annual Work Plan (RKT), School Activity and Budget Plan (RKAS), curriculum adaptation documents,

supervision reports, evaluation reports, and other institutional documents related to inclusive education programs (SAIDI et al., 2024; Indriani et al., 2025; Umami Khabibah et al., 2025).

Data collection techniques in this study were conducted through interviews, observations, and documentation. Interviews were carried out with the principal, teachers, school staff, parents, and inclusive education coordinators to obtain information regarding leadership practices, managerial strategies, challenges, and efforts in implementing inclusive education programs. Observation techniques were conducted through direct field observations at SD Negeri 14 Mulyoharjo from February 3 to February 28, 2025. During this period, the researcher systematically observed classroom learning activities, teacher collaboration, interactions between students with special needs and regular students, school culture, and the implementation of inclusive learning strategies in daily educational practices. Documentation techniques were used to collect and analyze institutional documents related to school management, inclusive education policies, student data, learning programs, supervision records, and evaluation reports to strengthen and validate findings obtained from interviews and observations. The data analysis technique used in this study employed the interactive analysis model of Miles and Huberman, consisting of data reduction, data display, and conclusion drawing/verification. In the analysis process, the researcher critically analyzed the principal's managerial role in implementing inclusive education using relevant theories and discourses concerning educational management, instructional leadership, and inclusive education (Kriswanto et al., 2023; Handoyo et al., 2025; Gani, 2025). Furthermore, the findings of this study were also compared with several previous studies related to inclusive education management in order to identify similarities, differences, and the novelty of the research findings.

FINDINGS AND DISCUSSION

Findings

Overview of Research Context and Institutional Characteristics

SD Negeri 14 Mulyoharjo has implemented inclusive education since 2008, establishing itself as a school that accommodates diverse learners within a unified educational setting. A distinctive characteristic of this school is the high proportion of students with special needs, including those with ADHD, autism, intellectual disabilities, speech delays, hearing impairments, and visual limitations. This diversity creates a highly heterogeneous learning environment, requiring differentiated instruction and adaptive pedagogical strategies.

The presence of such diverse learners generates a complex educational context in which the school must balance standardized academic expectations with individualized learning support. Consequently, inclusive education management in this setting extends beyond routine administrative tasks. It requires strategic leadership, effective resource allocation, and strong collaboration among stakeholders, including teachers, parents, and the school community. The school's ability to manage these complexities reflects its commitment to ensuring equitable learning opportunities for all students.

Table 1. The Principal's Managerial Role in Implementing Inclusive Education to Improve School Quality at SD Negeri 14 Mulyoharjo

Planning Function	Organizing Function	Actuating Function	Controlling Function
Developing inclusive education programs based on students' needs assessments	Establishing an Inclusive Education Team through the principal's official decree	Providing direction and motivation to teachers in implementing inclusive learning	Conducting regular supervision and monitoring of inclusive education programs
Preparing School Work Plans (RKS), Annual Work Plans (RKT), and RKAS based on inclusive education principles	Distributing tasks according to teachers' competencies and experiences	Implementing differentiated and adaptive learning strategies	Evaluating the learning outcomes of students with special needs
Involving teachers, school committees, and parents in program planning	Coordinating teachers, school staff, and parents in inclusive education practices	Providing teacher mentoring, training, and professional guidance	Following up on evaluation results for program improvement
Identifying the needs for inclusive facilities and learning resources	Managing school facilities, learning media, and educational resources	Strengthening an inclusive and collaborative school culture	Supervising the use of financial resources for inclusive programs
Determining targets and indicators of program success	Collaborating with external institutions, such as psychologists and support services	Increasing students' participation and social interaction	Conducting continuous reporting and program reflection

Source: Synthesized by the researcher from qualitative data obtained through interviews, observations, and documentation at SD Negeri 14 Mulyoharjo (2025).

Planning Function

The findings indicate that planning at SD Negeri 14 Mulyoharjo is conducted as a comprehensive, systematic, and strategic process that forms the foundation of inclusive education management. Planning is not viewed merely as a procedural requirement but as a deliberate effort to align educational programs with students' diverse needs.

A key characteristic of the planning process is its participatory nature. The development of school programs involves active collaboration among the principal, teachers, and the school committee. Stakeholders are engaged in discussions related to vision formulation, priority setting, and program design. This collaborative approach ensures that planning decisions reflect shared perspectives and foster collective ownership of school initiatives. As a result, planning becomes a unifying mechanism that aligns institutional goals with stakeholder expectations.

In addition to participation, planning is strongly data-driven. The school utilizes multiple data sources, including student assessments, classroom observations, and parental input, to inform decision-making. These data provide insights into students' cognitive, social, and behavioral characteristics, enabling the school to design targeted interventions. The integration of diverse data sources enhances the accuracy and relevance of planning decisions, ensuring that programs are responsive to actual needs rather than assumptions.

The planning process is further strengthened through the use of structured instruments such as the School Self-Evaluation (EDS). The results of EDS are translated into the School Work Plan (RKS) and subsequently into the Annual Work Plan (RKT). This hierarchical structure ensures continuity between long-term strategic goals and short-term operational activities. It also supports the phased and sustainable implementation of inclusive education programs.

Another significant aspect of planning is its integration with financial management through the School Activity and Budget Plan (RKAS). This integration ensures that planned programs are supported by adequate resources. The preparation of RKAS involves prioritizing programs based on urgency and feasibility while maintaining transparency and accountability. By linking planning with budgeting, the school enhances the practicality and sustainability of its initiatives.

Furthermore, planning is guided by clearly defined objectives, measurable indicators, and structured activity stages. These elements enable systematic implementation and facilitate monitoring and evaluation. Overall, the planning function in this school is characterized as systematic, participatory, data-driven, and integrated, making it a strong foundation for effective inclusive education management.

Organizing Function

The organizing function at SD Negeri 14 Mulyoharjo is implemented through a structured arrangement of roles, responsibilities, and resources to ensure effective program execution. Organizing serves as the mechanism that translates planning into coordinated action.

A central finding is the establishment of an Inclusive Education Program Team through an official decree issued by the principal. This formalization reflects the institutional commitment to inclusive education and ensures clarity in roles and responsibilities. The team functions as a coordinating body responsible for managing program implementation and addressing challenges related to students with special needs.

The presence of a clear organizational structure further strengthens the organizing function. Roles such as coordinator, secretary, and team members are clearly defined, minimizing role ambiguity and preventing task overlap. This clarity supports efficient communication, coordination, and decision-making processes.

Task distribution is based on competence and experience, ensuring that individuals are assigned roles aligned with their capabilities. Teachers with relevant expertise are given greater responsibilities, while others are supported through collaboration and gradual involvement. This approach enhances the effectiveness of program implementation and reflects sound human resource management principles.

The organizing function also involves the allocation of resources, including human resources, facilities, and financial support. While the school provides essential infrastructure and learning materials, limitations in resources are addressed through prioritization and phased implementation strategies. Programs are implemented gradually, allowing the school to optimize available resources while maintaining program continuity.

Collaboration is another critical component of organizing. The Inclusive Education Team facilitates communication among teachers, management, and external stakeholders. Regular meetings enable the sharing of experiences, discussion of challenges, and development of solutions. This collaborative approach fosters a sense of shared responsibility and strengthens problem-solving capacity. Overall, the organizing function is characterized as structured, competence-based, and coordinative, with elements of decentralization that enhance efficiency and responsiveness.

Actuating Function

The actuating function represents the implementation phase, where planned programs are translated into real practices. At SD Negeri 14 Mulyoharjo, this function is characterized by active leadership, adaptive teaching, and collaborative practices. The principal plays a central role in directing and motivating teachers. Leadership is demonstrated through regular coordination, direct supervision, and continuous communication. The principal not only provides guidance but also

fosters a supportive environment that encourages teachers to embrace inclusive values. This leadership approach combines managerial and instructional dimensions, ensuring alignment between policy and practice.

Teachers implement adaptive instructional strategies tailored to students' diverse needs. These include differentiated instruction, flexible learning methods, and individualized support. Such practices are essential in accommodating the varied abilities and learning styles present in inclusive classrooms. Collaboration among teachers is a significant feature of the actuating function. Teachers engage in discussions, share experiences, and support each other in addressing challenges. This collaborative culture enhances professional learning and promotes collective problem-solving.

The actuating function also contributes to the development of an inclusive school culture. Values such as empathy, respect, and acceptance are integrated into daily activities and interactions. Students are encouraged to build positive relationships, fostering social inclusion and reducing stigma. Additionally, the school emphasizes continuous professional development through training and mentoring. These initiatives enhance teachers' competencies and confidence in managing inclusive classrooms. Overall, the actuating function is characterized as active, collaborative, and adaptive, directly influencing classroom practices and student learning experiences.

Controlling Function

The controlling function ensures that programs are implemented effectively and continuously improved. At SD Negeri 14 Mulyoharjo, this function is carried out through systematic supervision, evaluation, and follow-up actions. Supervision is conducted regularly by the principal and includes classroom observations, program monitoring, and feedback provision. This process helps identify strengths and weaknesses in teaching practices and ensures alignment with planned objectives. Evaluation is based on multiple data sources, including student outcomes, teacher reflections, classroom observations, and parental feedback. This comprehensive approach enhances the validity of evaluation results and provides a holistic understanding of program effectiveness. Stakeholder involvement is a key feature of the controlling function. Teachers, school committees, and parents actively participate in evaluation processes, promoting transparency and accountability. This participatory approach strengthens the relationship between the school and its community. Evaluation results are used for continuous improvement, with programs being revised or enhanced based on findings. This cyclical process reflects a commitment to ongoing development and responsiveness to student needs. The integration of RKAS as a control tool ensures financial

accountability and alignment between resource allocation and program implementation. The use of clear indicators and targets further supports objective evaluation and informed decision-making. The controlling function is characterized as systematic, participatory, and continuous, playing a vital role in maintaining program quality and sustainability.

Integrated Findings (Synthesis)

The findings reveal that the effectiveness of inclusive education at SD Negeri 14 Mulyoharjo is driven by the integration of POAC functions. These functions operate as a cohesive system, ensuring that programs are well-planned, organized, implemented, and evaluated. Among these functions, planning emerges as the most dominant, serving as the foundation for all subsequent processes. Its quality determines the effectiveness of organizing, actuating, and controlling. The principal's leadership is identified as a critical factor, influencing all aspects of management. The leadership approach combines strategic direction with instructional support, ensuring that inclusive values are embedded in practice.

The management approach is characterized as participatory, data-driven, and adaptive, enabling the school to respond effectively to diverse needs and contextual challenges. An important outcome of this integrated management is the development of an inclusive school culture that respects and supports diversity. Additionally, the emphasis on continuous evaluation ensures ongoing improvement and sustainability. In conclusion, the integration of managerial functions, supported by strong leadership and adaptive practices, forms a robust model for inclusive education management. This model provides valuable insights for other schools seeking to implement inclusive education effectively.

Discussion

This study demonstrates that the effectiveness of inclusive education at SD Negeri 14 Mulyoharjo is strongly influenced by the integration of managerial functions (planning, organizing, actuating, and controlling/POAC) under active principal leadership. The findings confirm that inclusive education is not merely a pedagogical issue but a systemic management process that requires alignment between policy, practice, and evaluation. This aligns with the perspective of Isyara et al. (2025), who argue that inclusive education is fundamentally about restructuring school systems to remove barriers to participation and learning. In this study, such restructuring is reflected in data-driven planning, structured organization, adaptive implementation, and continuous evaluation.

One of the most significant findings is that planning serves as the core driver of inclusive school management. The participatory and data-based planning approach identified in this study is consistent with the concept of evidence-based decision-making in education. According to Anella Roveriana Sitanggang et al. (2025), decisions grounded in evidence significantly improve educational outcomes because they align instructional strategies with learners' needs. Similarly, this study shows that planning based on student assessment, classroom observation, and parental input enables the school to design programs that are responsive and effective. Furthermore, the integration of planning into budgeting (RKAS) strengthens the feasibility of program implementation, supporting the argument by Yosi Sisri Nengsi et al. (2024) that effective school management requires alignment between strategic planning and resource allocation.

The findings also highlight the central role of the principal as both managerial and instructional leader, which is consistent with the theory of instructional leadership. Wati et al. (2022) emphasize that principals who actively guide teaching and learning processes significantly influence school effectiveness. In this study, the principal is not only involved in administrative planning but also actively directs teachers, motivates them, and supports adaptive instructional practices. This dual role strengthens the implementation of inclusive education, as leadership bridges the gap between policy and classroom practice. Moreover, Kadarsih et al. (2020) argue that effective leadership in schools involves building collaborative cultures and improving teacher capacity, both of which are evident in the findings through teacher collaboration and continuous professional development.

The organizing function, particularly the formation of a structured, inclusive education team and competence-based task distribution, aligns with organizational management theory. According to A. S. Fatimah & Herawati (2023), clear organizational structures and defined roles are essential for ensuring coordination and efficiency in schools. The findings of this study support this view by showing that structured teams reduce task overlap and enhance accountability. Additionally, the decentralization of responsibilities through the inclusive team reflects modern leadership practices that promote shared responsibility and collective problem-solving, which are critical in managing complex inclusive environments.

In terms of the actuating function, the study reveals that leadership practices directly influence classroom implementation. Teachers' use of adaptive and differentiated instruction aligns with the concept of inclusive pedagogy proposed by Shobir et al. (2024), who argue that effective

inclusive teaching requires flexible strategies that accommodate all learners without segregating them. The collaborative culture among teachers further supports this, as peer interaction enhances professional learning and problem-solving capacity. This finding reinforces previous research indicating that collaboration among teachers is a key factor in successful inclusive education.

The controlling function in this study, characterized by systematic supervision, multi-source evaluation, and continuous improvement, is consistent with the concept of quality assurance in education. According to Priyantini & Herawati (2023), ongoing evaluation and feedback are among the most powerful influences on student achievement. The use of multiple data sources in evaluation, including student outcomes, teacher reflections, and parental feedback, reflects a comprehensive approach to monitoring effectiveness. Furthermore, the integration of RKAS as a financial control tool demonstrates accountability in resource management, supporting the argument that effective schools must combine instructional and administrative evaluation processes.

An important contribution of this study is the identification of continuous improvement as a key outcome of the controlling function. This aligns with the concept of a learning organization, where institutions continuously adapt and improve based on feedback and evaluation. The findings show that evaluation results are actively used to revise programs and improve practices, indicating a dynamic and responsive management system.

When compared with previous studies, this research both confirms and extends existing knowledge. Previous studies, Dyson et al. (2021), emphasize leadership, collaboration, and inclusive pedagogy as critical factors in inclusive education. This study confirms these elements but extends them by demonstrating how they are operationalized through an integrated POAC management framework. Unlike studies that focus on individual aspects such as teaching or policy, this research provides a holistic view of school management, showing that effectiveness depends on the coherence of all managerial functions.

In conclusion, the discussion highlights that inclusive education can be effectively implemented when supported by integrated management practices, strong instructional leadership, participatory and data-driven planning, structured organization, adaptive teaching, and continuous evaluation. The findings contribute to the field by offering a practical model of inclusive school management that bridges theory and practice, and by reinforcing the importance of leadership and system coherence in achieving educational equity.

CONCLUSION

This study demonstrates that effective inclusive education is achieved when school management operates as an integrated system in which leadership, decision-making, and implementation are coherently aligned. The evidence indicates that a school's capacity to respond to diverse learner needs depends on how well managerial processes are structured, coordinated, and continuously refined. Within this system, the principal plays a decisive role in ensuring that inclusive values are translated into consistent practices, supported by collaborative engagement, data-informed decisions, and adaptive strategies. As a result, inclusive education is not merely implemented as a program but becomes embedded within the school's organizational and instructional practices.

Overall, the study highlights that sustainable inclusive education requires a balanced interaction between strategic planning, effective organization, active implementation, and continuous evaluation. The integration of these elements creates a responsive and dynamic school environment capable of addressing complexity and diversity. Therefore, strengthening school leadership and management capacity is essential for advancing inclusive education. This study contributes to the broader understanding that inclusive schooling is most effective when approached as a systemic and ongoing process rather than a one-time initiative.

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